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The **CAMPING**
MAGAZINE *S*

Camping and Wartime
Agriculture

A Symposium
by
Five Government Agencies

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FEBRUARY

1943

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Published Monthly
 November through June by

THE AMERICAN CAMPING
 ASSOCIATION, INC.
 343 S. Dearborn St.,
 Chicago, Illinois

25c a Copy, \$2:00 a Year
 (\$2.25 Canada; \$2.50 Foreign)

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Entered as second-class matter December 24, 1934, at the post office at Ann Arbor, Michigan, under the Act of March 3, 1879.
 The Editor and Editorial Board are not responsible for views expressed in signed articles.
 Advertising Representative: Homer Guck, 343 S. Dearborn St., Chicago, Illinois.
 Eastern Advertising Representative: The Macfarland Co., 289 Fourth Ave., New York City.

Camping and Wartime Agriculture

A Symposium

Camping's Share

FREDERICK H. LEWIS

for the
AMERICAN CAMPING ASSOCIATION

DURING the summer of 1942 there were sporadic efforts among the camps to grow food. Few of us at that time realized (1) the acuteness of the shortage just around the corner, (2) the importance of food as a military weapon, and (3) the extent of camping's possible contribution to wartime agriculture.

The government's plans for increasing food production in the face of parallel shortages of labor, equipment and transportation include an ambitious program for using non-farm youth for farm work. It is possible that in 1943 half a million boys and girls of high school age will be recruited, trained and placed on farms or work-camps, or employed on a day-haul basis.

What is camping's part in this vast enterprise? Is it confined to having a Victory garden in every camp? Not by any means. It must be assumed that no camp will be without its Victory garden next summer, and that while it probably cannot expect to grow all of its vegetable requirements, it will at least make an effort in this direction. In a subsequent issue of *The Camping Magazine* there will appear an article on procedures for the efficient and productive operation of Victory gardens in camps.

The government's plan for utilizing nonfarm youth in agriculture next summer creates for camp people service opportunities of the first magnitude. There are scarcely any phases of the program outlined in the statements that follow where the experience and cooperation of veterans in camping will not be of great value.

No single agency, private or governmental, could cope with the number and variety of the problems that must be anticipated. Three major federal agencies have done a remarkable job of coordinating their services in a joint plan. Very simply, and more fully outlined below, the United States Office of Education is to recruit and train youth, the United States Employment Service is to route available labor supply to determined areas of demand, and the Extension Service of the Department of Agriculture is responsible for operations on the scene of work. Interested parties: The Children's Bureau of the Department of Labor which is concerned with the protection and welfare of working youth, and the Office of Civilian Defense who mobilize the supporting army of adult volunteers whose assistance is crucial to the success of the plan.

The individual camp director need not concern himself

with the details of national or even state operation of the plan. The heart of the whole program is in the community or county headquarters where his camp is located. He should offer his services to the county or municipal defense council in his summer locality now. He should inform them as to what labor he will have available for use outside of his camp, what housing he can provide for workers, what recreational facilities he is willing to provide for youth placed either on individual farms in the vicinity or in work-camps nearby, what transportation he can spare for the use of youth workers to and from jobs. He should inform them about leadership resources both of staff he can spare or persons who might be interested and available for service in the locality. He should advise with the responsible committee on the manifold specialized problems of youth group welfare and direction whether on a day or twenty-four hour basis.

The above is readily accomplished by the director whose year-round home is in the vicinity of his camp. If it is not, much can be accomplished by correspondence. But wherever a camp person lives, he may be of service. Schools in cities, already swamped by other wartime demands, will be wrestling with problems mentioned in the Office of Civilian Defense article; local city offices of the U. S. Employment Service will be trying to assemble information on recruits so as to refer them to places where they will make the most satisfactory adjustment and contribution; County Agents will be trying to gather accurate information about farms in the area that are suitable for youth placement; and the local committee may be working on plans for work-camps which require the utmost skill and use of technical knowledge of camp directing.

A potato plant is essentially a local proposition, as are the weeds that compete with it and the bugs that assault it. No less local is this plan for using youth to help raise the food we need. A resolution by an American Camping Association convention won't turn the trick. It is imperative that each camping reader study the articles that follow with a view to offering assistance at any point where help seems indicated. Nationally, the plan can hardly be more than a bare outline, for communities vary so greatly in so many ways. The government simply cannot provide the money or the manpower to do the whole job from recruitment of youth to their supervision during the summer. This is a job that we in camping have been doing for years, and now is our chance not only to get into the thick of war production, but to serve the long-range interest of national welfare.*

* In order fully to appreciate the problems that the joint plan must deal with, one should read the REPORT on the VOLUNTEER LAND CORPS sponsored by Miss Dorothy Thompson. It is available through the Volunteer Land Corps, 51 East Forty-second Street, New York, New York.

Youth and 1943 Farm Production

O. E. MULLIKEN, Acting Chief

FARM LABOR DIVISION

Office for Agricultural War Relations, U. S. Department
of Agriculture

THE Department of Agriculture is faced with an enormous task of guiding and assisting farmers in the record 1943 production of agricultural goods required to meet the needs of our armed forces, lend-lease shipments and the requirements of our civilian population. There are many impediments in the way of achieving this necessary production, but unquestionably the most serious is the shortage of manpower in agriculture. Many farmers and farm workers have left the farms for service in the armed forces or for employment in industry. It has been estimated that about 1,600,000 farm workers and operators left agriculture between September 1941 and September 1942. It will be most difficult to replace these experienced and skilled workers. In addition, many persons who have normally worked in agriculture during peak seasons have found other employment or have ceased to migrate because of transportation difficulties.

To meet this situation requires the complete mobilization and utilization of local labor resources, especially of nonfarm school youth who are not otherwise employed. If our armed forces and those of our allies, if the people of other nations, if we ourselves are to be properly fed, the services of every available qualified boy and girl must be enlisted in this war effort. The President has said: "Food is no less a weapon than tanks, guns and planes." Whether or not we achieve this essential production will depend on the cooperative patriotic effort of the youth of the country.

The Department of Agriculture sincerely hopes that American youth will recognize the seriousness of the situation, will accept their responsibilities, and will participate in this war production program.

The cooperation plan which has been developed by the U. S. Office of Education, the U. S. Employment Service of the War Manpower Commission and the Department of Agriculture is based on this pressing need, and is adapted to obtain the most effective utilization of the services of youth.

The Department of Agriculture's responsibilities are closely related to the actual work on farms and to welfare of the youth. When called upon, the Department will assist in the initial training of the youth and in determining their qualifications for participation in this war program. It will acquaint farmers with the program and will pass upon the applications of individual farmers requesting the help of youth to determine whether the conditions under which they will live and be employed meet agreed-upon standards. Once the boys and girls are placed upon farms, representatives of the Department will keep in touch with the young workers and the farmer employers to adjust misunderstandings, assist farmers with on-the-job training, help youth adjust themselves to farm life, assure their participation in community, social and recreational activities,

and arrange for shifting workers where such change seems desirable. These representatives will be responsible for assuring that there is no exploitation of young workers and that their experience in making their contribution to our war effort is both pleasant and profitable.

The Farm Security Administration is considering the leasing of privately owned camps in appropriate locations.

The Department of Agriculture requests the assistance of school youth in fulfilling its responsibilities to the nation and to our allies. It is confident that American boys and girls will welcome this opportunity to serve in the war effort.

The Schools and Wartime Food Production

DR. F. W. LATHROP

SPECIALIST IN AGRICULTURAL EDUCATION

U. S. Office of Education

THE High School Victory Corps is a national voluntary organization for secondary schools designed to mobilize secondary school students for more effective preparation for and participation in wartime service. Public, parochial and private secondary schools may organize a High School Victory Corps.

Many secondary school students will discover that their greatest contribution to the war effort will consist of farm work to increase the production of food. These students for the most part are not preparing for agricultural careers.

An extra-curricular organization, is therefore proposed as a part of the High School Victory Corps the primary purpose of which is to train its members for wartime farm work to be done especially in the summer months.

The preparation of youth for wartime farm work is to be made through a program of activities to be directed mainly through the schools. Such activities will be aimed at the kind of farm work to be done. In general, there are two types of farm work, (1) general farm work usually by individual workers, and (2) specialized short-time jobs such as harvesting jobs done by groups of workers. Farm work done by campers is of this latter type.

If the campers are to engage in only one or a few short-time jobs, the preparation need not be elaborate. Take picking cherries for example. The skills involved should for the most part be taught on the job. However, discussion of such matters as varieties, grading, spraying, control and characteristics of cherry diseases and insects, marketing, and development of fruit spurs supplemented by field activities and observations will afford some skill training and will greatly increase the intelligent interest in picking cherries.

As soon as the prospective workers know in what farming area they are to work some study should be made of the agriculture of that area. Information from the 1940 Census is very useful for this purpose and may be obtained by towns or other minor civil divisions from the U. S. Bureau of the



—Courtesy, Campfire Girls

Helping Harvest the Berry Crop, Portland, Oregon

Census, Department of Commerce, Washington, D.C.

Inexperienced farm workers need safety instruction. The Home and Farm Safety Division of the National Safety Council, 20 North Wacker Drive, Chicago, Illinois, has a list of references on farm safety instruction.

It is expected that many youth workers who live in cities can go to nearby farming areas during the winter and spring months to spend week ends and vacation periods on farms in order to develop the proper attitudes toward farming and farmers. This is perhaps the most important part of the preparation of prospective young workers. Operators of camps could assist very materially in this part of the training program.

Many individuals can assist the schools in the conduct of their program of activities. In every community there are persons now engaged in farming and others in occupations related to farming. Examples of the latter are milk distributors, cannery operators and packing plant officials who can not only advise with the prospective workers but also make valuable teaching facilities available. Sometimes teachers of agriculture in surrounding areas will assist. The U. S. Employment Service has local offices in many communities and in some cases a specialist in farm labor. The state college of agriculture has an extension service staff representing many different phases of farming. It is the function of the school to enlist the aid of these persons and agencies and obtain their interest and support. In this group of persons there is a place for those who are expert in

organizing camps, especially if some of farm service groups are to live in camps. In many camps during 1942 the campers were engaged in wartime agricultural activities.

Two other matters of concern to camps should be mentioned briefly. All youth should work under the supervision of leaders, either youth or adult, if best results are to be obtained. The farmer does not ordinarily have an opportunity to supervise groups of workers. In 1942 the camps were a great help because not only did they send young workers to the farms but also provided leaders who made their work much more effective. Camps are urged to utilize youth who worked last year and train them for leadership.

The other item which should be mentioned is that parents of young workers need to be given consideration. This means that we must explain to parents the importance of the assistance which their children will give to the war effort and the advantage of farm work from an educational viewpoint. Otherwise parents will have preconceived notions about the program and they may tend to discourage the prospective young workers and decline to permit their children to do farm work. The secondary schools recognize the necessity of informing parents and it will be very helpful if those who are in charge of camps supplement these efforts.

Planning for Successful Employment of Youth in Wartime Agriculture

SAVILLA M. SIMONS

CHILDREN'S BUREAU

U. S. Department of Labor

IF programs for the employment of young workers in agriculture to meet farm labor shortages are to be successful, they must prove satisfactory to the farmers and to the young emotional immaturity and inexperience of boys and girls who are now being called upon to do agricultural work, often for the first time, the development of programs that meet these objectives will test the foresight and ingenuity of all the agencies responsible for them.

All available experience with the employment of children and young people in agriculture and in the conduct of youth programs needs to be capitalized on, in order to meet the farmers' labor needs efficiently and at the same time to provide a satisfying and worthwhile experience of some educational value for the young workers. We cannot afford to make unnecessary mistakes.

Guides are needed to aid in the development of policies and practices that should be followed in order to obtain the best results. Guides are needed as to the most effective selection of recruits and as to working conditions that will contribute to efficiency and that will protect the health and normal development of the immature boy or girl. How old and how well physically developed do boys and girls need to be to give efficient service and to meet the farmers' requirements without undue strain? How can work be planned

so that heavy lifting or other operations requiring physical strength and endurance be avoided for young workers? How many hours can these young workers be expected to work? What allowance must be made for time spent in transportation? Is it desirable to have a breaking-in period for new workers until they get used to the work? What safety and health measures should be taken to prevent accidents and infectious diseases among the workers?

During the past year a good deal has been done by Federal agencies concerned with the employment of youth in agriculture, with the help of the national private youth-serving and other agencies, to find the answers to these questions and to develop guides to the successful use of young people as emergency farm workers. The Children's Bureau early in 1942 invited into conference representatives of the Office of Education, the Department of Agriculture, and the U. S. Employment Service, and with their aid, prepared and issued Policies on Recruitment of Young Workers for Wartime Agriculture.

In June the Children's Bureau called a conference of representatives of both governmental and private agencies interested in agricultural production and in employment conditions and education of young people, and of representatives of youth-serving agencies. The conference developed a report entitled Safeguarding Young Workers in Wartime Agriculture, which covers recommendations in regard to the different aspects of programs to employ young people in emergency farm work. Both of these statements may be obtained upon request from the Children's Bureau, U. S. Department of Labor.

The conference recommended that there should be careful planning of programs by State and local committees, representing both public and private agencies interested in youth and in farm production. This recommendation was recently amplified by an advisory committee to the Children's Bureau on Young Workers in Wartime Agriculture. This committee, which included representatives of all the Federal agencies concerned with employment of youth in agriculture as well as of private national youth-serving and other agencies, stated that in the light of experience gained in the 1942 season coordinated planning by State and local committees is necessary to successful use of large numbers of young persons in agriculture. In addition to the major operating agencies involved in these programs, the committee should include representation of farmers, parents, agencies with experience in working with youth, and health and welfare agencies. A broadly representative committee is necessary to obtain widespread community interest and public support for the program.

These committees can help to mobilize the knowledge and resources available in the community. Youth-serving agencies should be brought into the plan to aid in interesting youth and parents in the program, in developing group leadership, and in providing supervision and recreation. Camping organizations and private camps should be drawn on to help in providing housing, supervision, and recreation for young workers. The experience that nongovernmental agencies of this kind have had in conducting programs for youth and their active participation in planning, as well as their resources of staff and facilities, can be utilized to strengthen programs and insure their success.

for FEBRUARY, 1943

The Role of the U.S. Employment Service

DAVID W. FESSENDEN

FARM PLACEMENT SPECIALIST

United States Employment Service

War Manpower Commission

THE United States Employment Service, experienced in dealing with labor recruitment and placement problems under varying economic conditions, has been designated by the War Manpower Commission as the agency through which labor demand and supply should be channeled.

The United States Employment Service maintains a special Farm Placement division which is responsible for recruiting workers to meet the needs of farm employers. This recruiting work is carried on through 1,500 local U. S. Employment Service offices located in cities and towns throughout the country. Part-time offices and Volunteer Representatives of the United States Employment Service supplement this recruiting force in areas where full-time offices are not maintained. Through this network of facilities the employment service will assist farmers in solving their labor needs for meeting unprecedented crop production goals in 1943.

Increased farm labor shortages have resulted from manpower demands by our armed services and by producers of essential war material. This condition has made it necessary for the United States Employment Service to recruit workers who, normally, do not form part of the agricultural labor force, such as school youth and adult workers who are inexperienced in farm occupations.

Realizing the importance of utilizing every available source of labor, the United States Employment Service is cooperating, fully, in the plan for recruiting, training, placing, and transporting in-school youth for employment in agricultural occupations in 1943.

The primary functions of the United States Employment Service under this program are as follows:

I. DETERMINATION OF NEED FOR INSTITUTING PROGRAM IN THE AREA.

The local employment service office, or its designated representative, by analyzing the labor needs of farm employers and the supply of available and qualified workers, determines whether special efforts to recruit workers under this program should be undertaken in the area. If experienced adult workers are available in the local area, vacationing youth will not be recruited for training and placement. Those campers who have had previous experience in farm work, and are willing to accept referral to similar work in 1943 may be placed on suitable jobs without training under this program.

II. OBTAINING ORDERS FROM EMPLOYERS.

The local United States Employment Service office obtains detailed and complete information from farm employers regarding their requests for workers. Such information relates to wages and hours, transportation facilities, length of

job, type of work to be done, number of workers needed, living accommodations, and working conditions in general. On the basis of these orders, the employment service determines the number of youth necessary to recruit under this program.

III. PLACEMENT OF APPLICANTS.

The employment service brings together the prospective employer and worker, for the purpose of arranging mutually satisfactory working agreements. The applicant is selected on the basis of information contained on a registration card filed with the employment service office. Final decisions regarding working agreements are left to the employer and the applicant.

Through this program, young people attending summer camp sessions may enjoy worthwhile, healthy, outdoor work experience, and in addition, contribute a much needed service in helping to achieve food production goals for 1943. Campers willing to accept referral to full-time or part-time agricultural job-openings, during the camping season, should contact the nearest United States Employment Service office in the camping area.

Civilian Defense Faces the Farm Problem

MOLLY FLYNN

SPECIAL ASSISTANT

Civilian War Services Branch

Office of Civilian Defense

THE good farmer, like the good military tactician, plans out his work in the field during the months, that are best for sitting by the fire. Civilian Defense, foreseeing the Nation's greatest farm labor shortage in the 1943 growing season, is already engaged in chimney-corner strategy. The local Defense Councils are getting together their agricultural committees, grouped around the county agricultural agent, the county representative of the U. S. Employment Service, and a representative of the Defense Council.

The agricultural agent can foretell the need for help among local farmers. The Defense Council committeeman knows or can find out the possibilities of help in the community. The Employment Service man knows the local labor supply and how to obtain outside help. The Defense Council, as the coordinating force in the community, can work with other local agencies to adjust community life to the need that lies ahead.

Many communities will have to plan for complete utilization of local labor resources. The plan will require publicity through all possible channels. Trained supervisors will be needed for urban people doing farm work. Work camps may be needed. There will be problems of enrollment, training, transportation, housing, morale, and care of the children of those joining the farm labor battalions.

The clearing house for volunteers in all kinds of vital community services is the local Defense Council. Camping

people should register for volunteer or paid service, in order to enlist their specialized skills in this significant war program. Wise planning and responsible supervision of youthful workers are as much a part of the food-growing campaign as effective work in the fields, and bear directly on it. Camp directors, counselors, junior counselors, older campers, will be needed to insure the successful handling of larger and smaller working groups.

Camp people can be useful:

Youth must be recruited. Camp directors can do a realistic selling job through the schools, showing the patriotic need and the hard work involved.

Youth must be selected. Camp people know how to detect qualities that make for good adjustment away from home.



—Courtesy Camp Winona, Maine

Planting Seedlings

Youth must be trained. Along with technical agricultural training, camp people should have an opportunity to explain camp life to urban youth.

Parents must be prepared. Camp people should show parents the urgency of the farm labor need and assure them that their children will be well treated and safely cared for; parent enthusiasm will produce the right attitude in young people and start them into camp life and farm work with more anticipation and vigor.

Farms must be scouted. Volunteers from camping and other fields will be needed to see that farms have suitable living and working conditions.

Farmers must be prepared. Much of the usual rural-urban friction can be avoided if farmers are given an insight on what to expect from city youth and how to treat them with patience and good humor, to get the work done in good spirit and great amount.

Work camps will be needed. Camp people can advise with the assurance born of experience on such matters as camp standards, training staff, round-the-clock procedures, morale, sanitation, camp food, and many other matters.

Day-haul farm work must be planned. Camping people can help plan and work out many knotty problems.

Transportation must be planned. Many camps have rolling stock—station wagons, trucks, busses, cars—the use of which has been curtailed which might be made available for carrying agricultural workers.

Last year's experience on the nation's farms, while dramatizing the need for help and leadership that can be furnished by camping people, is in many places a heartening example of Americans rallying to meet a need. Here are a few examples:

In New York State 20,000 schoolboys worked on farms through the growing season; camping people assisted in recruitment and handling.

In Washington State, more than 15,000 persons were recruited for harvest work during "Farm Labor Week." The Civilian Defense Volunteer Office recruited young people of 14 to 16 to live in camps operating under a Boy Scout executive.

The San Francisco volunteer office registered several hundred families who spent their vacations harvesting crops.

Modesto, California, a town of 17,000 turned out in mass on "Peach Picking Day," a Sunday, and garnered nearly 400 tons of peaches. More remained on the trees and the Defense Council declared an emergency. For the two en-

suining days Modesto stores remained closed till 1:00 p.m. so all residents could help gather in the rest of the peach crop.

In Garden City, Kansas, the Defense Council in a house-to-house registration signed up every able-bodied man and woman—more than a thousand—who went out in Finney County to help harvest the overripe wheat crop.

The story could be continued.

It is, to tell the truth, a spotty story. This year, the accomplishment and the story must not be spotty. The job is bigger, the regular workers fewer. Furnishing the food for our fighting men, for ourselves, for our allies, and for the starving people who will be freed from the Axis yoke, becomes now a job for all the people.

Plenty of chimney-corner strategy now, and plenty of action later in the season, will accomplish the biggest civilian job of 1943. Camping people have a responsibility to help do the job with a minimum of dislocation, maladjustment, and untoward incidents. Camp people can help to turn potential hazards into constructive opportunities for youth. They have a job to do in promoting rural-urban unity and understanding while helping to feed the nation and its allies.

The immediate step is to enroll with the local or State Defense Council and help map the summer campaign.

Rationing Reports from Washington

Wes Klusmann

AS a special feature, *Camping Magazine* will report in each issue what is going on in Washington that affects camping. We now have an active Committee on governmental relationships and at frequent intervals our officers participate in conferences called by the government.

The symposium on Camping and Wartime Agriculture came as a result of a conference in New York called by the Children's Bureau and involved the Department of Agriculture, United States Office of Education, United States Employment Service, and the Office of Civilian Defense. Mrs. Eleanor Eells and Mr. Wes H. Klusmann represented the A.C.A. Mr. Frederick Lewis, now in Washington with the OCD, followed up and helped to organize the material. Mr. Lewis now heads our Committee on relationships with government agencies.

Mr. Klusmann represented the A.C.A. at a conference called by the Food Rationing Division of OPA. His report follows:

FOOD RATIONING

Camp Classification: Camps are classified as Institutional Users and as such will be entitled to the same treatment in the allocation of rationed foods as restaurants and hotels.

Processed Foods: Most canned, bottled, frozen, or dehydrated fruits and vegetables, will now be rationed under a new plan. It will supersede the present regulations governing sugar and coffee, and including those items will add such foods as meats and dairy products, which will probably be rationed items before summer.

The Point System: The point system will be employed except for coffee and sugar which will be on a pound basis. The number of points that a camp is entitled to will be based on last season's record of persons served and rationed food consumed.

The new application blank, soon to be released, will provide for entering the record of a comparable month's business during the 1942 season. The quantities of processed foods, sugar and coffee will be governed by the nation's supplies of rationed foods, and the maximum allowance of rationed items per person multiplied by the number of persons served.

Registration: The registration period for Institutional Users will open sometime in February or March. Applications will be filed with your local War Price and Rationing Board, where also your registration forms may be secured. If more than one camp is operated your one application can cover all

of your camps except that a listing of the camps must accompany the application.

Classes of Institutional Users: There are three groups of Institutional Users:

Group 1. Boarding houses and institutions (camps) serving *less than fifty persons per day*, including staff, help, etc.

Group 2. Institutions of involuntary confinement.

Group 3. Restaurants, hotels, and other institutions (camps) not covered in Group 1.

Group 1 will operate under the *pooled book plan*. In this case you will be able to secure rationed foods only by using the stamps in the individual ration books of the persons served.

Group 3 will operate under the *Ration Banking System*. Note: (Any camp so desiring may register under Group 1 even if more than fifty persons per day are served but unless more than fifty persons per day are served, you cannot register in group 3.)

Ration Banking: If you are classified in group 3 then you will employ the services of Ration Banking. Your Local Board will grant you the number of points in rationed foods that you can buy for a stipulated period of time, as determined by your application showing past purchases, etc.

You will deposit the slip showing your point allocation in your own local bank and open a rationing account. The bank will supply you with blank checks. You will draw on this point account in the same manner as you draw on your money account.

When ordering from your wholesaler you will send him a ration point check covering the number of points of rationed foods purchased. Of course, ration accounts cannot be overdrawn—if so, the check will be returned. This banking service is furnished at no expense to you.

Separate accounts will be employed for: sugar, coffee, processed foods and items to be added later, such as meats and dairy products.

The definition of persons served according to OPA for purposes of computing amounts to be allocated is "a person who was served more than once during the month should be counted separately for each time he was served."

Advance Buying: A 60-day restriction has been placed on advance buying. Because of the seasonal nature of camping business it is suggested that you make early contact with your wholesaler and indicate your general needs.

Inventory of Rationed Foods: A complete inventory must be included with your application. The Inventory Form will be supplied with Application Form, along with instructions on how to compute the point value.

Increases in Allotments: Proof of increased busi-

ness must be furnished the Local Rationing Board to secure an increase in allotment.

Non-Rationed Foods: A listing cannot be given because it is impossible to foresee what may happen within the next few months, but at the time of reporting, fresh vegetables, fresh fruits, cereal products and some items of the rationed list packed in larger than 1 gallon or 10 pound containers were listed as non-rationed foods. The OPA requested that items in the non-ration class be used as much as possible consistent with good dietary practice.

War Ration Books of Campers: If more than 14 meals per week are served, the camper shall deposit his books with the management. Stamps that expire during the camping period shall be removed before the books are returned.

TRANSPORTATION

Transportation: The Office of Defense Transportation says: The railroads and camp directors should be able to work out a satisfactory method for transporting campers in the summer of 1943.

Avoid holiday travel and periods adjacent to holidays. Avoid weekend travel if possible.

Arrange for staggering your transportation movements with other camps in your locality, thus spreading movements over several days.

The OPA hopes to avoid an additional system of controls, but states that if controls became necessary, boys' and girls' camps would be placed high enough on the list to permit transportation except in the face of huge military movements.

The ODT hopes and expects that the present order providing chartered bus transportation, when *no other* means of transportation is available, will be in force again in 1943. There is less certainty because of the acute rubber shortage, but if "peak times" are avoided and travel economies developed through co-operative planning by camp directors it is likely that sufficient bus transportation will be provided.

USE OF CAMP VEHICLES

The following types of vehicles are subject to general order ODT 21 requiring a *certificate of war necessity*.

1. Passenger automobiles converted into small trucks for bona fide purpose of transporting supplies.
2. Passenger buses.
3. Trucks.
4. Trucks registered as agricultural vehicles.
5. Station wagons, if seats have been permanently removed.

Certificate of War Necessity must be applied for through District and Field Offices of the Division of Motor Transport, ODT. If you do not know the location of the nearest office write to the above office in your State Capitol.

The Twelfth Man

Editorial

THEY tell a tall tale in football circles in the Southwest which may or may not have in reality happened. Our skepticism arises from the fact that we have met in person the one-man founder of one of the taller yarns which pointed up the inevitableness of the horned toad which leaped non-chantly forth from its century of sleep in a sealed cornerstone. The tale we are about to tell is true even if it is not actual. We shall use its truth for our own purposes two paragraphs hence.

The football team of a certain college was having a bad time of it. The game was tough and it was rough. The supply of substitutes had been exhausted. A player was knocked out. The big moment arrived, the moment that was to make tradition, the tradition that was to make undergraduate spines tingle even to the third and fourth generation. The coach went to the bleachers, extracted a student, shoved him into a suit, and threw him into the game. It was this student and no other that made the winning touchdown.

Ever after in that college, so it is said, the student body has been called the Twelfth Man. Ever after it is said that when the football eleven marches into action, the student body rises in staunch support to a man, the Twelfth Man.

Our purpose in recounting in *The Camping Magazine* this story is quite obvious. This magazine is that football team. It has suffered privations and restrictions. It may suffer yet more. But it has back of it a great constituency. In sunnier days, it may be that this constituency sat back in the bleachers with its best girl and pleasantly cheered the eleven men below. Today, however, inroads have been made on The Eleven. The Twelfth Man has got to get into working clothes. In fact many persons already have made the change and they enjoy it. There is room for more persons to enjoy themselves.

We have not space to give in full all the forms of assistance that would be valuable. Yet in general we need from individuals, organizations, and A.C.A. Sections ear-to-the-ground suggestions as to pertinent information needed in the business end of camping, as to program trends and skills, possible cooperation with other agencies and organizations. Much help could be given financially to the Magazine by working for new memberships and renewal of memberships in the American Camping Association. Confer with the Business Management Committee of the Magazine concerning the securing of advertising.

If we are to keep a united camping movement in these important times when we are unable to gather in conventions for enlightenment and pleasure, we must make the Magazine a center not only of information but also of enthusiasm and warmth. The Twelfth Man must think through ways of translating the best of Convention sessions and sociables into Magazine format.

REGIONAL A.C.A. CONFERENCE IN CHICAGO

The Regional Conference of the American Camping Association sponsored by the Chicago section will be held February 19 and 20 in Chicago at the Morrison Hotel. All sections in the mid-western area have been invited to attend.

The scheduled program will begin at 2:00 Friday afternoon and will close early on Saturday afternoon, leaving Friday morning and late Saturday afternoon open for agency groups and private camp groups to meet.

Plans for the program include general sessions, panel discussions, small group luncheon meetings, and seminar groups. The following topics will be included: up-to-date information on rationing and transportation; program adaptations and materials; the parent's viewpoint on camping; camper participation in program planning; and post war planning.

Frank J. Winters, treasurer of the Chicago section, is acting as chairman of the conference, assisted by Victor Alm of the Chicago Council of the Boy Scouts of America and Mrs. Morton Bassett of the Girl Scouts.

Reservations at the Hotel Morrison will need to be made well in advance. Rooms are available for: \$3.30, single rooms; \$4.40, double rooms; \$5.50, double rooms with twin beds.

REGIONAL CONFERENCE DATES

New York Section—Feb. 3-5, Hotel Pennsylvania, New York City.

Chicago Section—Feb. 19-20, Hotel Morrison, Chicago, Ill.

Pacific Section—Feb. 25-28.

New England—Feb. 26-27, Boston, Mass.

Southeastern Section—Feb. 23-26, Atlanta, Georgia.

VICTORY TAX AND SALARY RAISE INFORMATION IN NEXT ISSUE

Complete information is being secured on the following questions and will be available in the March issue of the *Camping Magazine*:

1. How does the Victory Tax ruling apply to salaries of counselors in short term camps? How does it affect the people who are employed in other work during the remainder of the year?

2. Is it necessary for camp directors to fill out the long detailed forms for their camp counselors if there is any raise in salary from the previous year?



Training future oxen for the yoke.

DURING the past summer at Camp Woodland we have been able to put to the test of wartime demands the program of education for democracy which we have been formulating for the past five years. We built our program on three basic aims. We wanted camp to be the kind of place where children in their daily living could work out the manifold aspects of the democratic way of life, where daily living would draw inspiration from our National tradition of equality as expressed in such documents as the Declaration of Independence, where our campers could function democratically not only in their own little world, but also in the surrounding community.

Camp as a Democratic Community

If one were to pick a single activity to show how camp builds democratic attitudes, it would be the work program. From five year olds up, the campers take part in useful and necessary work, helping in food, gardening, care of animals, participating in camp construction work. This program, carefully supervised, is very effective in developing a feeling that everybody must make a contribution to the welfare of the camp, that everybody works and that work can often be a pleasure and a means of developing important skills and promoting individual growth.

It is not enough to see to it that the many activities of camp, the work, the play, the give and take of group life, are permeated with the democratic spirit; there must be some verbal and symbolic expression

Wartime Education for Democracy at Camp

By

Norman Studer

of this fact to make the idea stick. There must be events, rituals, meetings which point up the significance of daily living. At the beginning of the summer a quickly improvised Fourth of July celebration calls attention to the basic American traditions which underly camp. Each Sunday morning an outdoor meeting focuses attention on some phase of our democratic community life. The campfires are places where folk tales and folk songs of the Catskills are aired. At the end of the summer a work parade celebrates the achievements of the child workers. The Folk Festival of the Catskills is a community affair, demonstrating the unity of people in America, each contributing their unique folk heritage to a common treasure chest. By means of these events each child is enabled on his own level to arrive at generalizations that give larger meaning to his daily, personal experiences at camp.

Using the Democratic Tradition

Our second aim, that of using the democratic tradition, was from the first an important factor at camp. Fascism will be overcome by people who believe passionately in the democratic way of life, people who derive strength from being rooted in the democratic tradition. Here in America we are fortunate to have a democratic tradition which originated in colonial days and runs through our national life from Thomas Jefferson to Franklin D. Roosevelt. It is a tradition that has its heroes, its myths, its giants, its music, and every section of this broad and varied land is rich in stories and legends of the pioneers who worked, fought and died to secure us a government for and by the people. A dynamic education cannot fail to utilize this tradition.

At Camp Woodland the first big all-camp event, the Fourth of July celebration, comes a few days after camp opens. It cements relationships among the children through common camp effort, and brings the camp to focus on the idea of democracy.

THE CAMPING MAGAZINE

Often the simple skits and songs created by the children draw a parallel between the fight for freedom in Revolutionary days and today. This parallel was expressed this year in a song, "We Sing a Song of Democracy", composed by the children, with these lines,

"We were fighting for it then,
And we're fighting for it now."

This Fourth of July program sounds a note which recurs in various forms throughout the summer.

The American traditions are national in scope, with National symbols such as Plymouth Rock, Bunker Hill and the Boston Tea Party, and yet in a nation as large as ours these traditions have at times become far removed from our daily lives; we need to rediscover them in the hills and valleys and the earth of the particular region in which we live. It has been our aim to give vitality to local history, to bring to life in the imaginations of our children the story of the people of the Catskills, their coming in successive waves to these mountains in search of better life, as trappers, bark peelers, quarrymen and farmers. We have gone out to the far corners, to remote valleys in search of the folk songs they sang, the tall tales they told, the legends and the actual stories of their lives and accomplishments. We have ploughed through underbrush in search of ruins of forgotten towns, pored over wormy documents found in haylofts, consulted the memories of old men and women. It has been a rich and enjoyable experience, and the children have emerged with a deep and abiding understanding of our national experiences.

A Camp Rooted in the Community

Our third aim, of establishing an organic relationship with the surrounding community, was accomplished in a large part through our interest in folk history and music. We wanted to share with the people of the region and with the city dwellers who summer here the results of our explorations. So began the custom of taking our plays to the communities from which they originated. The plays are generally given in church halls and garage club rooms. Admission is charged and the proceeds go to the local organization, sometimes to help pay for a church furnace, to buy hymnals for the church, or to carry on club work among rural youth. During the past summer performances have been given to aid war causes.

These plays, created by children ranging in ages from eleven to fifteen, are documents in local history. The characters in the play bear the names of families who sit in the audience; situations are based on



A square dance learned from a mountaineer neighbor.

stories handed down by old men and women who witness the plays, and much of the phraseology of the characters is borrowed from interviews in the neighborhood. In the back country towns, away from the influence of the movies, the population turns out en masse, from the grandmothers to the babes in arms. After the performance there is often a square dance and the city children fraternize with the people. These events are high spots in the lives of the communities visited.

In the Folk Festival of the Catskills the camp gives expression to its relationship with the Catskill people. The Folk Festival was built upon parent's visiting day at camp, but has gone far beyond that institution. Fiddlers, singers, jig dancers, square dance callers whom the camp has discovered on many excursions to remote parts of the mountains, are participants in the affair. The mountain people are descendants of the Dutch, English, Irish and Scotch pioneers who settled the region and their songs are of many kinds: some are traditional ballads handed down from European ancestry, and are full of place names and references that bespeak their origin. Others are work songs of the Catskill region, songs of the cordwood cutters, the shantymen, the lumbermen, tannery workers and railroad builders.

While these older people represent the folk tradition, the younger ones have a place on the program of the Festival as recipients of the democratic heritage. The children expertly dance to the calls they have learned from their neighbors. They do a modern dance interpretation of some ballad learned in the Catskills—such as *The Jam at Gerry's Rock*. They put on their plays and sing songs of their own composing. Sometimes a song is sung by a weather-beaten old singer of the mountains and followed by a choral arrangement sung by the Camp Woodland chorus of sixty voices. In such fashion the Festival dramatizes the fact that folk lore can become a living force rather than merely a subject for research.

(Continued on page 16)

Make a Pacific Northwest Pack Frame

By

William M. Harlow

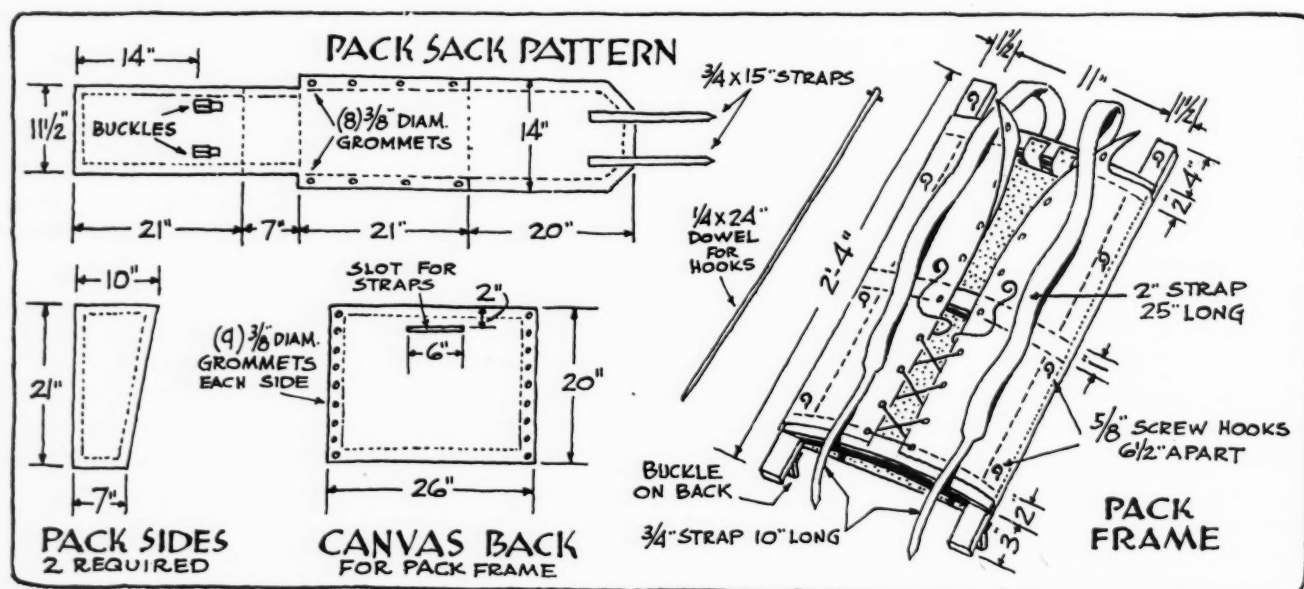
NESSMUK once wrote, "We do not go to the green woods and crystal lakes to 'rough it', we get it rough enough in the city—"! Therefore, let's save our spines as much as possible, because packing a load, even at best, is usually hard work. A pack basket is good for short hauls, and is especially handy for carrying a lot of miscellaneous duffel; the canvas pack sack is softer, but hotter on the back, while for sheer comfort, the pack frame with air space between back and load, is chosen by many campers.

The accompanying plans are for a homemade Pacific Northwest pack frame adapted from one made commercially on the West Coast. The uprights are of any strong light wood such as spruce, and from experience might well extend 2 inches above and below rather than the 4 inches shown. When ducking under a log, the upper projections in particular are often a nuisance if too long. Although nail keg slats are handy to use for cross pieces because they are already bent, a better way is to steam or soak in hot water some pieces of oak or ash, and bend to a greater degree than shown. This is to be sure that with a heavy load there is enough space so that your pack rests against the stretched canvas and does not touch the frame behind.

If you wish to use the frame as such without an attached pack sack, the "dowel" (wand of dogwood or similar hard wood, with cross-pin at top) is not necessary. The pack wrapped in tarpaulin or other

cover, is laid upon the frame, and securely bound on by a sashcord crisscrossed from one screw hook to another. In case you do use a pack sack, the grommets are slipped over the screw hooks, and the dowel run through to hold the sack in place. The chief disadvantage of a pack board is that it tends to ride on the hips. Some people don't notice this, but others are bothered by it. Having carried all three types, I prefer this one. Of course the Norwegian pack sack with its tubular aluminum frame is very comfortable, but the high price and probable present scarcity rules it out as something practical for the average camper. Anyway, we always get more fun out of equipment we make ourselves.

At the spring Recreation Conference at Massachusetts State College, I saw a novel pack frame made and displayed by Harry Jordan, a Maine guide. Instead of canvas, he used a back made of woven black ash splints. This summer I want to try basswood bark for this purpose, and believe that a "right good" carrier can be made from native materials using only knife and axe as tools. Let's see what you can do with this idea.



THE SCIENCES

Their Use in the Development of New Camp Program Activities

By Paul Weinandy

MAN, since time immemorial, has always envied the bird in flight. He has dreamed and schemed for countless ages to imitate the bird, to soar high into the blue skies and fly away to distant lands.

That dream has become a reality and nearly every one of our young people is moved by a strong desire to fly a plane. At school, at home, in his scout troop or in his club at the social center the American boy has tinkered at one time or another with a model airplane. Some camps have encouraged the construction of such models.

I have observed many groups of boys work week after week in their model airplane groups and many times I have been forced to ask myself these questions: What does the club leader hope to accomplish by that activity? Will the boys become experts in manipulating small sticks, glue, sandpaper and learn to read blueprint patterns or will they really become air-conscious and develop a "feel" for a plane in flight?

The basic principles of aeronautics are not beyond the understanding of many of our campers. With the current interests in aviation the camp can play an active part in furthering the knowledge and understanding of a science which has changed the map of the world and will hopefully bring about a better understanding of nations.

What can the camp do in fostering this new science?

Build kites of all kinds! There is for instance the box kite which has been used by meteorologists. This kite can be constructed in many forms and shapes and possesses a great deal of lifting force. The boys and girls flying these kites can learn much about air-currents and the secret of flight if they receive instructions from a counselor who himself possesses sufficient curiosity to "study up" on air-currents and air lift.

Another activity in the same category is the construction of a model glider or even a real glider. Some camps have excellent tools and shop facilities. They could construct gliders as competently as sailboats. Especially after the war camps again will employ men who have been members of the armed forces. Probably thousands of young glider pilots will be available to camps and schools to teach this thrilling new sport.

To get back to the present and to a more practical

situation let's see if one cannot go a step or two further in kite building in camp. Much has been said recently about map making as an ideal and useful camp activity. Aviation has taught us a simpler and more accurate method of map making.

Could we adapt that method to our own camp? Let's see if we can. Three years ago we built a box kite to which we attached a weighted box camera with an automatic release. We took aerial pictures of our own neighborhood. Why couldn't we take aerial photographs of our own camp grounds and make our own maps? The campers with their counselors would first have to solve many problems before they would succeed in photographing correctly a given area of land. For instance the camera must hang suspended heavily from the kite in order to assure a clear, horizontal picture. The automatic release presents many difficulties but imagination and ingenuity will bring a solution.

A project of this nature will create among our young a real understanding of some of the basic problems of airflight and it certainly will give them a "feeling" for the air. The world of science is full of true adventures, one experiment must lead to another. It is like getting out of the frying pan into the fire. Here we talked about flying and gliding and before we knew it we had become involved in photography and map making. Camping can be fun!

January Cover by William Hillcourt

We wish to express our appreciation and thanks to Mr. William Hillcourt for the use of the excellent photograph of the Scout on skis which appeared on the cover of the January Camping Magazine. Mr. Hillcourt is the author of the Scout Leaders Handbook and is at present working on a new manual for Boy Scout leaders. His address is Schiff Scout Residence, Mendham, New Jersey.

IMPORTANT NOTICE

Has your A.C.A. membership yet been renewed for 1943? We regret that it will be necessary to remove from the Camping Magazine mailing list all expired members for whom we do not receive 1943 renewal from Section Treasurers before the end of February.

To insure continuity you should send your fee *immediately* to your Section Treasurer. The annual fee is \$5.00 per year if you are representative of a camp. For other types of membership, consult one of your Section officers. See names and addresses of Section Treasurers and other officers on back page of this magazine.



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Program and People

By

Abbie Graham

Let Huck and Tom Teach Counselors

I RECOMMEND for counselor reading this season the adventures of Tom Sawyer and Huckleberry Finn. These stories may assist the young counselor to orient himself to his new responsibilities and may bring him fresh insight into the satisfactions awaiting campers.

I shall pass quickly over the first point. Mark Twain's characters swing clear of adult protection. He so encircles them with the magic cloak of fiction that they can in a terrific electrical storm take refuge under "the shelter of a great oak" and go their way unelectrocuted, consort with rattlesnakes in safety, get lost in a cave and live to adorn a tale. In real life counselors have to take over this magic-cloak function.

A responsible counselor might have prevented the terror of being lost in the cave. "It was not the custom," you see, "for elderly people to mar picnics with their presence. The children were considered safe enough under the wings of a few young ladies of eighteen and a few young gentlemen of twenty-three or thereabouts." When Tom and Becky were missed the next day, "children were anxiously questioned and young teachers" but as the picnic crowd ran for the ferry no one thought of inquiring if anyone was missing." Thanks to fiction, they all lived happily ever after!

The chief reason, however, for re-reading these adventures is to renew acquaintance with Huck Finn, engaging amphibian who lived on the river of glorious opportunity. Huck is a good character to associate with these days. He gets the gadgets out of your system. He convinces you that it is "rough, living in the house all the time." He goes his un-civilized, un-adulterated, inevitable way. He makes the Mississippi a great river.

Compared to Huck Finn, Tom Sawyer was but a play-actor. I would not underestimate Tom. He has his immortal moments. He is inimitable in the episode of the white-washing of the fence, in taking Becky's punishment, in planning attendance at the triple funeral of Joe Harper, Huck and himself. Yet it is Huck, the realist, who outlasts Tom the showman.

Listen to the conversation of Joe, Tom and Huck as they sit around their campfire at the outset of their pirate adventure: Joe said, " 'Aint it gay?' 'It's nuts,' said Tom. 'What would the boys say if they could see us . . . they'd just die to be here—hey Huck!'

" 'I reckon so,' said Huckleberry, 'anyways I'm suited. I don't want nothing better'n this. I don't ever get enough to eat, gen'ally and here they can't come and pick at a feller and bully rag him so.' "

When they discussed the life of the hermit as being inferior to that of the pirate, Tom said. " 'A hermit's got to sleep on the hardest places he can find and put sackcloth and ashes on his head, and stand out in the rain. . . '

" 'What does he put sackcloth and ashes on his head for?' inquired Huck.

" 'I dono. But they've got to do it. Hermits always do it. You'd have to do that if you was a hermit.'

" 'Dern'd if I would,' said Huck.

" 'Well, what would you do?'

" 'I dunno. But I wouldn't do that.' "

After a few moments of "luxurious contentment" by the fire, Huck asked, " 'What does pirates have to do?' Tom said: 'Oh, they have a bully time! . . . And don't they wear the bulliest clothes . . . ' 'All gold and silver and di'monds,' said Joe . . . Huck scanned his own clothing forlornly. 'I reckon I ain't dressed fitten for a pirate,' said he, with a regretful pathos in his voice, 'but I ain't got none but these.' "

Huck let no theatrical gauze veil for him the face of nature. While waiting for the moon to rise as he set forth to Jackson's Island to escape his drunken "pap," Huck fell asleep in his canoe. "When I woke up I didn't know where I was for a minute. I set up and looked around, a little scared. Then I remembered. The river looked miles and miles across. The moon was so bright I could 'a' counted the drift-logs that went a-slipping along black and still, hundreds of yards out from shore. Everything was dead quiet, and it looked late, and *smelled* late. You know what I mean—I don't know the words to put it in . . . I got out among the driftwood and then laid down in the bottom of the canoe and let her float . . . The sky looks ever so deep when you lay down on your back in the moonshine. I never knowed it before."

On Jackson, Island the following morning he lay "in the cool shade thinking about things . . . There was freckled places on the ground where the light sifted through the leaves, and the freckled places swapped about a little, showing there was a little breeze up there . . . When it was dark I set by my campfire . . . ; but by and by it got sort of lonesome, and so I went and set on the bank and listened to the current swashing along, and counted the stars and drift-logs and rafts that came down, and then went

(Continued on page 18)

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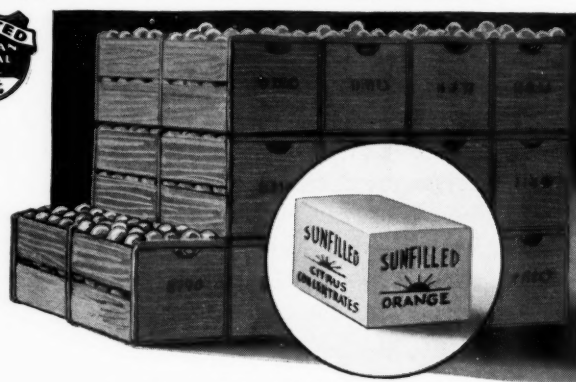
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Wartime Education for Democracy

(Continued from page 11)

The Festival is the only New York State counterpart of the large Southern folk festivals, but differs from them in its accent on the continuity of folk culture.

The War and Our Program

With the coming of war we felt the need for intensifying our program. We had developed the type of organization that was fitted to meet the exigencies of war times, and we were ready to march forward to tasks that were on a child's level in relation to the home front. Our campers, like millions of other American children, were eager to be doing something that they considered worth while and important in the war. We were determined that these good intentions should not evaporate into empty emotionalism, that all of this energy should be harnessed to tasks that were worth while and that promoted individual growth.

In our camp community the work program took on new significance as part of the home front effort. We enlarged our victory garden so that it made a substantial contribution to the Food for Victory campaign.

Many berry picking expeditions into the mountains were organized, and blackberries canned by the children found their way to soldiers. The children's kitchen work was related to the National Nutrition Campaign. On all hikes and expeditions the children returned bearing scrap iron and other salvage picked up on the way. In their camp construction program the children made a new addition to their workshop entirely out of salvaged lumber. The activities of camp were so much in line with the activities of the Four H clubs that the entire camp was permitted to join the Four H Victory Corps, a home front organization of over a million farm children.

The work parade at the end of camp summed up in dramatic terms the children's activities within their little camp community. One hundred and forty six campers marched across their fields bearing colorful, childlike banners proclaiming the accomplishments of the summer in work for victory. After the parade at a meeting some twenty of these children of every age told about the experiences and achievements of their groups. The meeting was a joyful and festive affair that ended with a mammoth square dance on the grass.

(Continued on page 17)

Our community relationships were cemented by the war. Now our aims in going out to the people were clarified for ourselves. We reached a larger audience, for to the hundreds who attended the Festival and the other hundreds whom we reached through the programs which we took to the communities, must be added those who listened in on our broadcast over a local station.

One play put on by the campers had a direct bearing on the war effort. It started when the oldest group of campers went to the village of Phoenicia to find out how the war had affected life there. In Phoenicia there is located a spotter tower, set up by the army and manned by civilians. By chance the campers arrived at the observation post just as army officers were making an inspection tour. The officers told in detail about the workings of the air warning service, with its network of civilian-manned towers from which all plane movements are reported to central stations in large cities.

Because civilians man these towers a half million soldiers are released for active duty overseas and many planes are freed from patrol duty for more important work elsewhere. But to be effective, these towers should be manned twenty-four hours a day. The civilian population, so the soldiers said, is not meeting its responsibilities. The Phoenicia post was no exception in this respect: a tower of great strategic importance because of its proximity to the New York city water supply in the Ashokan Reservoir. For many hours, day and night, there was no watcher in the Phoenicia tower.

Could campers stand watch? The army men said yes. That evening the campers came rushing back to camp, breathless and excited over the possibility of doing some important war work. Older campers and counsellors from that day on stood regular shifts in the tower.

The campers were not content with this. They were determined to help awaken the people of the community to the need for manning the tower every hour of the day. A play was soon on the way, a play that made clear the complicated workings of the spotter system and showed what might happen if spotters were not on the job.

At a meeting called by the First Fighter Command, U. S. Army, in the Parish Hall at Phoenicia, this play—called 'Spot that Plane'—was given before a large audience of townspeople. The play embodied in dramatic form all the important arguments put forward by the army officers, and after it was ended the officers had little need for oratory. Thus it is that campers can contribute in many ways to the community life and in so doing add to the rich heritage of local culture.

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ETHEL F. BEBB, Director,
Redbook Magazine, Camp Department
230 Park Avenue, New York City
Telephone: Murray Hill 6-4600

The Campers You Want can be found through the New York Herald Tribune

The New York Herald Tribune is a regular caller in the homes of thousands of ABOVE-AVERAGE-INCOME families . . . living within 50 miles of New York City . . . a vital fact in contacting parents these days of difficult transportation. Your advertisement in the Herald Tribune will reach more suburban homes than in any other newspaper publishing a camp directory.

The Herald Tribune Camp Service—giving personal guidance in camp selection to parents—is an additional enrollment aid for advertisers

Send for Rate Card and Full Information Today

**SCHOOL AND CAMP SERVICE
NEW YORK
Herald Tribune**

HOW TO INCREASE Your Camp Enrollments this Summer

Wise parents who know and appreciate the importance of healthy young bodies and sound young minds will try—if at all possible—to send their children to camp this Summer.

That's why, to build enrollments this wartime year, camp advertisers will want to concentrate their advertising among intelligent, able-to-spend families.

Your advertising in The New York Times Magazine will reach one of the nation's largest audiences of good camp prospects—more than 800,000 higher-than-average-income families. They are families that can afford to send their children to camp.

In 1942 camp advertisers reported 20% more enrollments from their advertising in The New York Times Magazine than in 1941. Such an increase, in a war year, explains why The Times Magazine carries more camp advertising than any other publication in the country.

To increase *your* enrollments this Summer, give The New York Times Magazine first place on your advertising schedule. Write today to our Camp Advertising Department for full information.



The New York Times
TIMES SQUARE NEW YORK

REPRINTS AVAILABLE IN BULK ORDER

Copies of the article "Rationing Reports from Washington" written by Wes Klusmann will be available in care of the Camping Magazine, 343 S. Dearborn, Chicago, Ill. Prices: 75 cents a dozen; \$5.25 a hundred. Orders accompanied by remittance.

CAMPING—A WARTIME ASSET

Report of the A.C.A. Conference in Alexandria (New York City: Association Press, 347 Madison Ave; or A.C.A. Office, 343 S. Dearborn, Chicago, Ill. Prices: 1000 for \$50; 100 for \$6; 12 for \$1; single copies, 10 cents. Orders accompanied by remittance.)

This is the complete report of the fall, 1942 conference with representatives from eleven United States Government agencies.

CLASSIFIED WANTS

Want a camp job? Need counselors, a camp cook, physician, or assistant? Want to buy, sell, rent or lease a camp? Advertise your wants economically in this section. Rates: \$2.00 minimum for 5 line insertion. Figure eight words per line. Additional lines 40c each. Send your copy, accompanied by check, by the 15th of month for insertion in our next issue.

Let Huck and Tom Teach Counselors

(Continued from page 15)

to bed; there ain't no better way to put in time when you are lonesome."

There is a place in camp for the Tom Sawyer experience and Huck Finn. Let campers play Pirates, Indians, gypsies, commandoes, Rickenbackers. Teach them the skills which these characters require and stand by at a proper distance. They must not lose faith in what they dramatize themselves to be. Nor must they default in the face of the Huck Finn experience. Let them lie in canoes or sit on a bank. Let them be comforted by the beauty and the loneliness of day and night, deep woods and flowing water.

NOTE: Quotations from "The Adventures of Tom Sawyer" and "The Adventures of Huckleberry Finn" by Mark Twain.

FORMAT IDEAS WELCOME

The Camping Magazine committee is working on possible changes in the cover and general makeup of *The Camping Magazine*. Suggestions on format from readers will be welcome at 343 S. Dearborn St., Chicago, Ill.

SECTION NEWS

An open meeting of the Missouri Valley Section on January 15 was planned to include advisory committees of affiliated camps, all persons interested in camping, as well as section members. A panel discussion led by Mr. Irvin Lerner carried further the work on a war time policy for camping. Mr. Lerner, formerly director of the St. Louis Y.M.H.A. camp on the Federal Recreation Demonstration Area at the Lake of the Ozarks, is now director of group work with the Jewish Community Center. Marion B. Sloan—secretary.

* * *

Dr. Willard Nash was the guest speaker at the December meeting of the Pennsylvania Section. Dr. Nash is president of the New York Section of the American Camping Association. Marion L. Barrett—secretary.

* * *

Miss Ellen Jervey, associate director of Camp Rockbook in the Southeastern Section, has been accepted as a lieutenant in the WAVES and recently left to begin her new work. Southeastern Section News Letter.

* * *

Reports of camping activities from last summer show further adjustments to meet the needs of the time and of the environment. Girl Scouts at Camp Barree in Pennsylvania carried on a project of mosquito and gnat control on the camp site following a plan set up by a local entomologist and foresters. In the process of cleaning out rubbish, filling in hollows where water might collect, opening natural drains, and burning dead leaves they not only helped the mosquito problem but also reduced the danger of forest fire and removed potential homes for copperheads.

* * *

In the George Washington National Forest near Washington D. C. the campers have cooperated with the Department of Agriculture in its campaign to control blister rust disease in white pines. The campers go out as crews and under the supervision of men in charge, they help to eradicate current and gooseberry bushes on which the parasite lives.

* * *

A few examples of substitutions camps have already made for the usual station wagon and truck transportation are: In Flint, Michigan, two large utility wagons were acquired for general use around the camp, in ways previously requiring the camp truck. The director says "The value of the wagons was especially noticeable in the saving of the truck tires and in furnishing an incentive and a means for girls to do certain kinds of simple work around camp. In fact it may be pointed out that more than ever before there was a definite desire to help with the actual upkeep of camp: cutting grass on the archery range, watching for hazards in paths, watching for soil erosion, carrying large pieces of wood via wagon, simple repair jobs, etc."

In Cambridge, Massachusetts a horse drawn hay rack solved many of the camp transportation problems and "Zeke", the donkey, added color as well as utility in the Santa Barbara, California Day Camp.

for FEBRUARY, 1943

Successful Camps Depend on the Inquiry-Producing Power of PARENTS' MAGAZINE

Year after year, successful camps use Parents' Magazine because, unlike other magazines, it provides a quality circulation made up entirely of families with children . . . 2/3 of a million better income homes, where child care is of paramount importance.

Due to its unusual "home influence", Parents' Magazine has been delivering to advertisers a steadily increasing number of inquiries at no extra cost. . . . Rates remain unchanged, circulation is at its highest . . . delivering a bonus of 170,000 over and above the guaranteed circulation.

No matter how much or how little you plan to advertise in 1943, Parents' Magazine is a must.

How Camp Inquiries Have Increased in Parents' Magazine in 10 Years

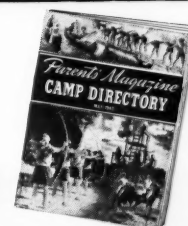
In 1942 Inquiries Reached Their Highest Peak —Gaining 12% Over the Previous Record Year of 1941

1932 1942

THE MAY ISSUE IS A MUST

Camp advertisers in the May issue are featured in Parents' Magazine's special Camp Directory, distributed (at no extra cost to the advertiser) to thousands of readers, libraries, and camp service groups.

Write today for Rate Card 113-C



PARENTS' MAGAZINE

52 Vanderbilt Avenue, New York, N. Y.

WITH OUR AUTHORS

Norman Studer.—Mr. Studer is the Educational Director of Camp Woodland in the Catskill Mountain State Park. His address: 4007 48th St., Sunnyside, Long Island.

William M. Harlow.—Dr. Harlow is professor of wood technology at New York State College of Forestry at Syracuse University, Syracuse, New York. He is author of "Trees of the Eastern United States and Canada" and of "Text-book of Dendrology". A specialist in campcraft he has written and lectured much on the subject.

Frederick Lewis.—Mr. Lewis is director of the Vistamont Camps in Bristol, New Hampshire and is at present in the Office of Civilian Defense in Washington. His address: 6904 Bradley Blvd., Bethesda, Maryland.

Abbie Graham.—Miss Graham, whose first article in the series People and Program, "The Snowflake Man," appeared in the January issue of the Camping Magazine, is on the staff of the Y.W.C.A. in Cleveland Ohio.

Paul Weinandy.—Mr. Weinandy is Assistant Professor of Group Work, School of Applied Social Sciences, Western Reserve University. During the summer he is the director of Camp Ho Mita Koda.

THE TRADING POST

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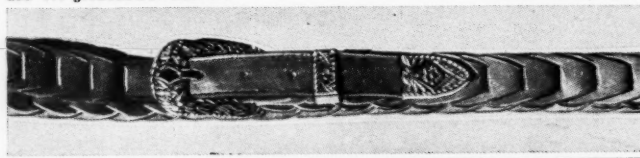
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— OFFERS —

*Prompt, Careful Service — Moderately Priced
Outfitting for Boys and Girls*

*We invite you to join the sixty camps now serviced
- by -*

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Just Off The Press

HEMISPHERE CAMP

By Eleanor Thomas (New York: Charles Scribner's Sons, 1942) 176 pages.

An exciting story of a Western Hemisphere Encampment of Girl Scouts. A "good neighbor" book in which girls from South America, Central America, Mexico, Canada, and the West Indies, meet with girls from the United States sharing ideas, recipes, and chores.

PHYSICAL FITNESS THROUGH PHYSICAL EDUCATION

U. S. Office of Education (Superintendent of Documents, Government Printing Office, Washington, D. C. Price 25 cents.) 102 pages.

A booklet prepared for the High School Victory Corps program by a committee including the U. S. Army, the U. S. Navy, the U. S. Public Health Service, and the Physical Fitness Division of the Office of Defense Health and Welfare Services. Includes an explanation of the aims, purposes, and extent of the program as well as specific physical activities for boys and girls.

VICTORY GARDENS

By Victor R. Boswell (Government Printing Office, Washington, D. C. Price 5 cents.)

This pamphlet gives general information for the inexperienced gardener on what to grow, how to prepare and fertilize the soil, how and when to plant, how to care for the plants, and how to utilize the crop.

AMERICA'S TRUCKS, KEEP 'EM ROLLING

Pamphlet from the Office of Defense Transportation (Superintendent of Documents, Government Printing Office, Washington, D. C. Price 5 cents.)

This booklet should serve as a guide to every truck owner, operator, and mechanic in the proper maintenance of America's trucks.

ARTS, CRAFTS, AND CUSTOMS OF OUR NEIGHBOR REPUBLICS—A BIBLIOGRAPHY

By Emilie Sandsten Lassalle (U. S. Office of Education, Federal Security Agency, 1942. Free)

This bibliography includes storybooks on Indian crafts, dress, customs, and daily life written for elementary school children. Books listed for older children cover ancient Indian civilizations, crafts, painting, sculpture, architecture, fiestas, and costumes. A few books are included for adults who wish to increase their background and understanding of Latin American art.

DIG FOR VICTORY—A BIBLIOGRAPHY

Chicago Public Library, Chicago, Ill.

This is a small list of practical gardening books.

100 PUZZLES, HOW TO MAKE AND SOLVE THEM

By Anthony S. Filipiak (New York: A. S. Barnes and Company, 1942) 120 pages.

A helpful book for any age group interested in making a variety of puzzles from inexpensive materials with simple tools.

THE CAMPING MAGAZINE